RESOLVE TO CLEAN OUT YOUR SCHOOL COUNSELING CLUTTER AND PRIORITIZE

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#KISSC
#KISSC

- **Keep It Simple** School Counselors
- School counseling programs work best if they are kept simple; unnecessary complexity should be avoided.
- Applying principles of simplicity and efficiency to the delivery of a comprehensive, data-driven school counseling program
Participants will . . .

• Identify school counseling practices that are not effective or efficient
• Simplify their school counseling program
• Prioritize actions that positively impact student results
• Apply the reduce, refuse, reuse/recycle model to school counseling
Is your school counseling program having persistent difficulty discarding or parting with inefficient/ineffective school counseling practices, regardless of their actual value?

Is this behavior having harmful effects on you or your students?
• We can work together, with compassion and respect, to decide what to
  • refuse
  • reduce
  • reuse/recycle
Brian’s “Eye Test”
“Which is better?"

1

2
“Which is better? 

1. All students should pursue course loads and post-secondary plans that made sense for each individual, rather than paths that are reflective of too much pressure from peers, parents, society and popular media.
If you can’t explain it simply, you don’t understand it well enough.

– Albert Einstein
“Which is better?

1

2

www.schoolcounselor.org
Some examples

A delicious way to describe your ASCA National Model® Program

Simplifying our role

Instilling the knowledge/attitudes/skills that students need for

NOW and LATER

women’s cut (fitted)

unisex cut
<table>
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<th>REFUSE</th>
<th>REUSE/RECYCLE</th>
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*The Rule of 3*
Reduce

- *How do you spend your time?*
- *Are you using your time effectively and efficiently?*
- *Can you and your colleagues let it go?*
- *Have you cleaned out the clutter?*
Reduce physical clutter to prevent decision fatigue

Brian’s desk before

Brian’s desk after
REFUSE

- Are you using the ASCA National Model® to refuse?
  - Program goals, annual agreement, annual calendar

- Are you practicing your interpersonal refusal skills?

- Are you applying other strategies for refusing?
Letting go of noncounseling duties: "We're not trying to get out of something; we're trying to get into something." -Norm Gysbers #ASCA15
REUSE/RECYCLE

• Are you organized around what’s important?
• Are you practicing what’s important?
• Are you concentrating on actions that will have the greatest impact on student results?
• Are you concentrating on what is important locally and nationally?
• Are you applying the rule of 3?
The Rule of Three
Bella Mathieson (11)
Rule of 3

- Program goal
- Action Plans (Core Curriculum, Small Group, Closing the Gap)
- Advisory council
“Multitasking is problematic, but new studies show that it kills your performance and may even damage your brain.”

- Simplify.

- Focus on what’s important.
Antoine de Saint-Exupery

• A designer knows he has achieved perfection not when there is nothing left to add, but when there is nothing left to take away.
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# Extreme Cleaning/Prioritizing For Your School Counseling Program

## Questions to ask

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- How do you spend your time?
- Are you using your time effectively and efficiently?
- Can you and your colleagues let it go?
- Have you cleaned out the clutter?
- Are you using the ASCA National Model® to refuse?
- Are you practicing your interpersonal refusal skills?
- Are you applying other strategies for refusing?
- Are you organized around what’s important?
- Are you practicing what’s important?
- Are you concentrating on actions that will have the greatest impact on student results?
- Are you concentrating on what is important locally and nationally?
- Are you applying the rule of 9?

## Strategies/Techniques

- Try an [affinity diagram](#)
- Try using the [Use-of-Time Assessment](#)
- [Apps and sites to track your time](#)
- Go on a “low information diet”
- Consider efficiency strategies such as arena style scheduling, student contracts, flipped lessons
- Let things go
- Treat colleagues with compassion and respect (loss aversion and trouble with discarding are real)
- Take one actionable step each day
- Cut out digital noise
- Use a clutter emergency card
- Use the annual agreement and calendars (weekly and annual) to effectively use your time
- [SMART Program Goals](#)
- Make a joke
- Give a reason why it’s a bad idea
- Make an excuse why you can’t
- Just say no, plainly and firmly
- Suggest an alternative activity
- Ignore the suggestion
- Leave the situation
- Thanks, but no thanks
- The power of numbers
- Complete your Most Important Tasks (MITs) in the morning
- Avoid multitasking
- Choose the simpler solution
- Done is better than perfect
- If it’s not on your to do- say no for at least one day
- 30 days before anything new
- Organize your around your vision and mission
- Focus energy on direct services to students
- Practice and train on important tasks
- Choose evidenced-based programs
- Choose research-based programs
- Choose interventions that have wide-reaching impact (9th graders)
- Work on Recognized ASCA Model Program (RAMP) designation
- Focus on national, state, or local initiatives
- Three SMART Program Goals
- Three action plans-Lesson Plan Template, achievement gap action plans, and three small groups
- Three advisory council meetings
I. Introduction
   a. #KISSC
      i. Keep It Simple School Counselors
      ii. School counseling programs work best if they are kept simple; unnecessary complexity should be avoided
      iii. Applying principles of simplicity and efficiency to the delivery of a comprehensive, data-driven school counseling program
   b. Participants will . . .
      i. Identify school counseling practices that are not effective
      ii. Simplify their school counseling program
      iii. Prioritize actions that positively impact student results
      iv. Apply the reduce, refuse, reuse/recycle model to school counseling
   c. Is your school counseling program having persistent difficulty discarding or parting with inefficient school counseling practices, regardless of their actual value?
   d. The eye test – Which is better?

II. The reduce, refuse, reuse/recycle model applied to school counseling
   a. Reduce - Dispose of ineffective and inefficient practices and resources
   b. Refuse - Do not take on new, inefficient and ineffective practices or resources
   c. Reuse/Recycle - Use efficient and effective practices

III. Reduce
   a. How do you spend your time?
      i. Try an affinity diagram (TRY THIS)
      ii. Try using the Use-of-Time Assessment
      iii. Apps and sites to track your time
      iv. Go on a “low information diet”
         1. Every email is a potential wormhole of distraction and mental fatigue.
   b. Are you using your time effectively and efficiently?
      i. Effectively – In line with your planned use of time as outlined by your Annual Agreement
      ii. Efficiently – Achieving the desired goal while minimizing resource usage
         1. Arena style scheduling
         2. Student Learning Plans and Contracts
         3. Flipped lessons
   c. Can you and your colleagues let it go?
      i. Can we learn a thing or two from Elsa?
      ii. The Serenity Prayer
         1. God, grant me the serenity to accept the things I cannot change,
            The courage to change the things I can, And the wisdom to know the difference.
      iii. Loss aversion
Extreme Cleaning/Prioritizing For Your School Counseling Program

1. “Loss aversion is now recognized as a powerful mental habit with widespread implications. The desire to avoid anything that smack of loss often shapes our behavior, leading us to do foolish things.”
   – Jonah Lehrer

2. Treat people with compassion and respect
   iv. Take one actionable step each day (TRY THIS)
   v. "People have trouble discarding things that they could still use (functional value), that contain helpful information (informational value), and that have sentimental ties (emotional value)” – Marie Kondo

d. Have you cleaned out clutter?
   i. Cut out the digital noise: Turn off all messaging systems. Between times, stay focused on the task at hand
   ii. Use a clutter emergency card
      1. Do I like it?
      2. Does it work properly
      3. Do I have more than one?
      4. If I keep this, what can I get rid of?
      5. Can I locate the information somewhere else if I need it?

IV. Refuse
   a. Are you using the ASCA National Model to refuse?
      i. Annual Agreement
      ii. Annual Calendar
      iii. SMART Program Goals
   b. Are you using your interpersonal refusal skills?
      i. Make a joke
      ii. Give a reason why it’s a bad idea
      iii. Make an excuse why you can’t
      iv. Just say no, plainly and firmly
      v. Suggest an alternative activity
      vi. Ignore the suggestion
      vii. Repeat yourself if necessary
      viii. Leave the situation
      ix. Thanks, but no thanks
      x. The power of numbers
   c. Are you applying other strategies for refusing?
      i. Complete your Most Important Tasks (MITs) in the morning
      ii. Avoid multitasking
      iii. Choose the simpler solution
      iv. Done is better than perfect
      v. If it’s not on your to do, then the decision is no (for at least a day)
      vi. Wait 30 days before trying anything new

V. Reuse/Recycle
   a. Are you organized around what’s important?
Extreme Cleaning/Prioritizing For Your School Counseling Program

i. Organize your meetings, space, communication, responsibilities, etc. around your vision and mission
ii. Focus energy on direct services to students
b. Are you practicing what’s important?
   i. 10,000-Hour Rule - Malcolm Gladwell
      1. Success in any field is, to a large extent, a matter of practicing a specific task for a total of around 10,000 hours.
   ii. Are your daily actions achieving your personal and professional goals?
c. Are you concentrating on actions that will have the greatest impact on student results?
   i. Academic behaviors, ninth graders, changing students’ mindsets
   ii. Evidenced based school counseling
      1. Multiple research studies have supported the efficacy of the Student Success Skills, program in impacting academic outcomes students from varying demographic contexts
   iii. Research based school counseling practices
      1. Bring Out the Brilliance: a Counseling Intervention for Underachieving Students by Carolyn Berger
d. Are you concentrating on what is presently important locally and/or nationally?
   i. Recognized ASCA Model Program (RAMP) designation
   ii. The Reach Higher initiative
   iii. State or local initiatives
      1. e.g., College Bound Scholarship Program (Washington State)
e. Are you applying the rule of 9 (TRY THIS)
   i. Three SMART Program Goals
   ii. Three action plans - lessons in the Lesson Plan Template, achievement gap action plans, and three small groups
   iii. Three advisory council meetings

VI. Conclusion
a. Get your home life cleaned up
b. “A designer knows (s)he has achieved perfection not when there is nothing left to add, but when there is nothing left to take away.” - Antoine de Saint-Exupery